

Student Advisory Working Group

(New Castle County)

Meeting Notes

Saturday July 28, 2018

Two members of the College and Career Readiness Student Advisory Group attended the meeting.

Introductions

Students participated in an activity where they imagined where they would be by age 25 and the path they took to get there. They were asked to think through who helped them the most and what challenges they faced.

Participating students mentioned that they selected the careers they want to pursue due to their parents, teachers, peers, and community members (camps, etc.) Becoming a computer programmer was one of the aspirations mentioned.

Program Design

Thoughts about what to call this work included “creating a path”, “change”, “through your eyes”. They placed importance on having students be exposed to different careers and then deciding what they were interested in – and having supports about how to get there (rather than someone telling them what to be).

Other comments of note included:

- They talked about the importance of letting students choose what’s interesting to them; self-guided
- They think it’s important that students have an overview of different pathways before they are asked to choose one so they understand available options; flexibility is important – if a student chooses a pathway and after one course they don’t like it, they should be able to switch into something else
- They believe that students should have a say in a career path, and want clear direction on how to get there
- When asked “who should be responsible for helping students learn about career paths” – they both said teachers. Teachers know students the best and can help support their interests; counselors don’t know the students as well
- They find information from Google, online research, and YouTube videos

- Parents have been helpful in exposing them to careers – these students are also in high level math/science courses, and feel like they've had more exposure than students not in those classes
- They would like multiple experiences with work-based learning opportunities – these are helpful for them to see what they would like to do and what they do not want to do
- College tours – interested in learning what college life is like, what else they can do besides classes, housing, and majors offered
- A student talked about an advisory period they had at school, they had a programming class, but other choices were kickball or non-academic topics; And they had a career day where different professionals came in and students could choose who they went to listen to
- Neither student is on social media; they both play video games; both said text messages are a good way to make sure they see info.

Follow Up

The students will be sending a survey to their classmates with the following questions to get their ideas on college and career readiness:

1. Have you thought about a career and if so, what programs/colleges would be useful?
2. If you saw an ad on social media about college and career would it be useful?
3. How do you communicate most of the time?
4. Have you taken programs to reinforce your interests?
5. Who do you think in school would be best to guide you in learning about college and career?
6. Do you think you will change your mind about your career choice?

The next meeting will be held in October and they were asked to invite some of their classmates to attend.